

Unit 3

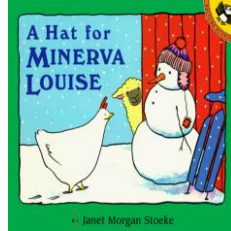


Week 3

A Hat for Minerva Louise Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *A Hat For Minerva Louise*
- vocabulary word picture cards

Vocabulary:

- **boot:** a heavy shoe
- **explore:** walking around to look at things
- **flower pot:** a container for flowers
- **fluffy:** light and feathery
- **garden hose:** long tube used to water plants
- **gloves:** clothing that covers each finger and the hand
- **hen:** a female chicken that may lay eggs
- **hood:** a head covering attached to a coat or snowsuit
- **nest:** a place where chickens and other birds lay eggs
- **scarecrow:** clothes filled with straw, made to look like a person, to scare birds away from crops
- **scarf:** a long piece of warm clothing worn wrapped around the neck
- **shivering:** shaking with cold

Preparation:

Set up materials.

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

“I have a new book to read to you today. Its title is *A Hat for Minerva Louise*. Janet Morgan Stoeke is the author and the illustrator of this story. She wrote the words and drew the pictures.”

Underline the title with finger while reading, matching speech to print; linger with finger on ‘M’ of Minerva and ‘L’ in Louise, to make specific print matches to the first sounds in these words. Underline author’s and illustrator’s name while reading.

“Here is a picture of Minerva Louise. You can see that she’s a hen. One thing I can tell you about Minerva Louise is that she loved snow and liked to go outside to play in it.”

Point to the hen. Introduce the Main Characters.

“But there was a problem when Minerva Louise stayed outside too long – she got cold. One day, Minerva decided to look for some warm clothing to put on so she could stay outside for a long time. But, Minerva Louise had a difficult time finding warm clothing that would fit her, because nobody makes clothing for hens. Let’s read the story and find out how Minerva Louise finally solved her problem.”

Introduce the story problem.

“The hens **tucked** their heads their wings.”

p. 3 Model tucked.

“Minerva Louise wanted to **explore**--she wanted to walk around and look at things.”

p. 4

“Minerva Louise is talking to a **scarecrow**--it looks like a person, but the clothes are filled with straw.”

p. 7 Point to the scarecrow.

“Minerva Louise thought this was a scarf, but it was really a **garden hose**--a long tube for watering plants.”

p. 9

“I’m thinking she thought these were shoes, but they are really **gloves**--for covering hands.

p. 10

<p>“A hat...”</p> <p>“Minerva Louise thought this boot--this heavy shoe--was a hat.”</p> <p>“Everyone had on a fluffy white hat!”</p> <p>“She thought these were two hats, but they are two mittens attached by a string.”</p>	<p><i>p. 11 Point to flower pot</i></p> <p><i>p. 13</i></p> <p><i>p. 15 Point to the covered trash can, light, car and silo.</i></p> <p><i>p. 19</i></p>
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Discussion Questions(s):

- Is Minerva Louise a real chicken? How do you know?
- Do you think that Minerva Louise knew what hats and mittens look like? Why, or why not?

Second Read

Children will:

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Teacher(s) will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We read this story before. We know the title is...<i>A Hat For Minerva Louise</i>. Janet Morgan Stoeke is the author and illustrator.”</p> <p>“Here is Minerva Louise- she the a female chicken in this story. Remember she wanted to be outside in the snow but it is cold and snowy and she is shivering - these wiggly black lines show that she is shaking from the cold. Minerva needs some warm clothing like Peter’s snowsuit but she has a difficult time finding something that fits. Let’s read the story again.”</p>	<p><i>Show cover of book, pausing for children to read title. Underline author and illustrator.</i></p> <p><i>Turn to p.6 to re-orient children to the story and point to squiggly lines around Minerva Louise.</i></p>
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<p>“The hens tucked their heads--put them under--their wings.”</p> <p>“Minerva Louise wanted to explore--she wanted to walk around and look at things.”</p> <p>“Minerva Louise is shivering- the illustrator drew these wiggly black lines show us that she is shaking from the cold.”</p> <p>“Minerva thinks she is talking to a person dressed in boots and a scarf, but it is only a scarecrow. It’s meant to scare birds away so they won’t eat the farmer’s crops.”</p> <p>“This fits over Minerva Louise’s head like a hat, but it really a flower pot--a container for planting flowers.”</p> <p>“Minerva Louise thought that the trash can, the car, the post, the silo, and the light were all wearing hats, because they were all covered by snow.”</p>	<p><i>p. 2 Point to hen by ramp with head tucked under its wing.</i></p> <p><i>p. 4</i></p> <p><i>p. 6 Comprehension Aside.</i></p> <p><i>p. 7 Comprehension Aside: Pointing to the scarecrow.</i></p> <p><i>p. 12</i></p> <p><i>p. 15 Point to each.</i></p>
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Discussion Questions(s):

- Minerva Louise looked very pleased with herself when she walked into the chicken coop. What do you think that the other chickens were thinking when they saw Minerva Louise with one mitten on her head and one on her tail? How do you know?”
- What are some of the things that you wear or do to stay warm in the snow?

Third Read: Children will:

- Reconstruct parts of the story
- Practice saying and using story-related vocabulary words
- Recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book twice before and today we are going to talk and tell the story together."

Show cover of book, pausing for children to read title. Underline author and illustrator. Use phrases such as "we remember..." or "what is happening here?" while pointing to action on the pages. Comments will mostly be in response to what children say.

"How do we know that the other hens didn't like snowy days?"

Read pgs.1 & 2

"So what did Minerva Louise decide to do?"

pgs. 4-5

"Then what happened?"

p. 6

"Seeing the **scarecrow** gave Minerva Louise an idea...."

p. 7

"So then what happened?"

pgs. 8-9

"Then?"

p. 10

"What did she think she saw on the shelf?"

p. 11

"So then she tried....?"

p. 13

"There must be a hat around here somewhere- now look above Minerva Louise, what didn't she notice?"

Read p. 14 and point to coat rack with winter clothes hanging

"And then Minerva Louise looked outside- what was she thinking?"

p. 15

"So then she sees the snowman...."

p. 16

"And then....."

p. 17

"And we remember what happened here..."

pgs. 18-19

Read pgs. 20-21

Discussion Questions(s):

- How is Minerva Louise similar to or different from the baby rabbits in *Rabbits And Raindrops* (guide children to notice Minerva Louise and the baby rabbits were exploring)?
- How is Minerva Louise similar to or different from Peter in *The Snowy Day*?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- Does the sheep feel the same way about Minerva Louise as the other hens do? How do you know?
- On p. 14, Minerva Louise walks by several hats, but she doesn't seem to notice them? Why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you according to the color on your clothing that matches an item from our book <i>A Hat for Minerva Louise</i>."</p> <p>"If you are wearing orange like the scarecrow's sweater, you may . . ."</p> <p>"If you are wearing green like the garden hose, you may . . ."</p> <p>"If you are wearing gray like the trash can, you may . . ."</p>	<p>Direct</p> <p>-Category labels Vocabulary supports</p> <p>Indirect</p> <p>-</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you with letters in a different way. Today I will ask if the letter is at the <u>end</u> of your name."</p> <p>"If your name ends with the letter T (point to the T in Hat), you may .."</p> <p>"If your name ends with the letter L (point to L in Louise), you may . . ."</p> <p>If you have an A at the end of your name, (point to A), you may . . .</p> <p>*have word cards and name cards available to show children if needed.</p>	<p>Direct</p> <p>-Letter ID</p> <p>Indirect</p> <p>-</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported

<p>Say: "I am going to dismiss you by using the first sounds of items pictured in the book <i>A Hat for Minerva Louise</i> that match the beginning sound in your name ."</p> <p>"If your name starts with /s/ like sled, you may . . ."</p> <p>"If your name starts with /b/ like boot, you may . . ."</p> <p>"If your name starts with /h/ like hose, you may . . ."</p> <p>"If your name starts with /sh/ like shovel, you may . . ."</p>	<p><u>Direct</u></p> <p>-Beginning sounds Vocabulary supports</p> <p><u>Indirect</u></p> <p>-</p>
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Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you using the letters in your name and the letters in the title of our book <i>A Hat for Minerva Louise</i>."</p> <p>"If you have the letter T (point to the T in Hat) anywhere in your name, you may ..</p> <p>"If you have the letter L (point to L in Louise) anywhere in your name, you may . . .</p> <p>If you have the letter A(point to A) anywhere in your name, you may . . ."</p>	<p><u>Direct</u></p> <p>-Letter ID</p> <p><u>Indirect</u></p> <p>-</p>